# The Richard Stockton College of New Jersey

## School of Education

## Spring 2012

**Course Title:** Curriculum Development and Evaluation

**Course Number:** EDUC 6110

**Credit Hours:** 3

**Prerequisite:** Masters Degree

**Course Schedule:** Thursdays, January 19- April 26, 2012

**Required Texts:**

Oliva, Peter F (2009). Developing the Curriculum (Seventh Ed.). Pearson.

Jacobs, Heidi Hayes, Ed. (2010). Curriculum 21: Essential Education for a Changing World

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**Course Description:**

This course covers the systematic process of planning and implementing a curriculum at the elementary and secondary levels. Various components are discussed, such as teachers’ roles, community needs, national and state curriculum and technology standards, and other related social issues. As a course outcome, students will develop a model curriculum incorporating key components of the aforementioned and evaluate the model.

**Essential Questions:**

What is curriculum?

In what contexts does curriculum exist?

How do the contexts of a curriculum affect its development and implementation?

What are the historical contexts of curriculum development?

What are the theoretical foundations of your curriculum?

How can curriculum be developed to best meet the needs of each student?

Is there a disconnect between the intended curriculum and the implemented curriculum?

**Objectives:**

NJPSTSL Standards identified in parenthesis

1. Identify four major curriculum philosophies and evaluate the strengths and weaknesses in each (1.1, 2.13, 2.19, 5.5).
2. Understand the relationship between local curriculum and state and federal standards.
3. Evaluate the impact of philosophy on curriculum development and deliver (1.1, 2.13, 2.19).
4. Analyze and evaluate the Industrial model of school and develop practical alternatives (3.1, 4.1, 5.5., 6.7).
5. Evaluate the impact of social forces, nature of social forces, nature of learning, nature of knowledge, and theories of human development on curriculum design and delivery (2.1, 2.2., 4.1, 6.7).
6. Evaluate a curriculum and provide cogent commentary and suggestions for improvement (2.4).
7. Identify the principles of a comprehensive assessment system and develop a model assessment strategy for a grade band (2.6).
8. Synthesize the cognitive science research related to instructional delivery models (2.2, 2.5, 2.12, 2.13, 2.14, 3.16).
9. Develop a practical, research-based process for curriculum writing (2.4, 2.32, 2.33, 3.13, 5.5).
10. Exhibit leadership and organizational skills while developing and presenting a model curriculum (1.15, 1.16, 3.33)

**Assessment and Evaluation**

**Curriculum Analysis (40%)**

The purpose of this assignment is to analyze the curriculum you teach. You will use the theoretical and philosophical frameworks discussed in class as guide. The following questions will organize your analysis.

1. Theoretical perspectives on curriculum. What perspective, if any, does the curriculum represent (hypothesize)?
2. Curriculum’s purpose and content
3. The curriculum in use
4. Curriculum critique

**Model Curriculum (40%)**

The purpose of this assignment is to develop a model curriculum including a model process to develop curriculum. Using the philosophies and material discussed in class, the model curriculum should reflect current thinking. The curriculum should include community resources, implementation model, assessments of students and a plan for evaluating the curriculum for future revisions. An analysis paper of the project will include:

1. The philosophical, psychological and social framework for the curriculum.
2. A proposed model for developing the curriculum.
3. Community resources identified to support the curriculum.
4. Predictions of challenges in implementing the curriculum.
5. A reflection of lessons learned while creating the model curriculum.

**Reflection Papers (10%)**

Reflection needs to be part of the analysis and development process. Therefore, two reflection papers will be due during the semester. The first paper will allow the student to reflect upon the materials discussed in class and their connection to their work place. The second paper will be due at the end of the semester and will be presented to the class. This presentation and paper will discuss how the course has affected their professional thinking and/or practice.

**Preparation and Participation (10%)**

Reading and being familiar with the class material is a vital part of a successful learning experience. It is expected that all students will have read and be knowledgeable about the material assigned for each class. Full and active class participation is expected from everyone in the class.

**Course Policies/Procedures:**

1. All written assignments are to be typed and double-spaced. Mechanics and grammar matter. If an assignment has multiple mechanical/grammatical/wording mistakes, it will be returned to the student ungraded.

2. Assignments must be submitted on the due date in class. Late work will not be accepted.

3. Attendance is mandatory. Repeated absences will affect your grade. Promptness is also expected.

4. Mobile phones and other electronics devices should be off or silenced during class sessions.

**Stockton Grading Scale**

A 93-100

A- 90-92

B+ 87-89

B 83-86

B- 80-82

C+ 77-79

C 73-76

C- 70-72

D 60-69

F 0-59

**Course Schedule\***

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|  | **Meeting Date** | **Class Topic/Question** | **Due in Class** |
| 1 | Jan 19 | Introduction to course. What is curriculum? How are curriculum and instruction related? Principles of Curriculum Development Part I. | **DC: Chapter 1**  **C21: Essay 1** |
| 2 | Jan 26 | Principles of Curriculum Development Part II; Evaluating the curriculum | **DC: Chapters 2, 13**  **Note answers for questions on pp.38-39**  **C21: Essay 2** |
| 3 | Feb 2 | Where have we been? Where are we now? Where are we going? Curriculum Planning Part I. | **DC: Chapter 9**  **Note answers for questions 2, 3 & 5 on p. 292.**  **C21: Essay 3** |
| 4 | Feb 9 | Curriculum Planning Part II | **DC: Chapters 3,4 Note answers for questions 1, 3, 4 & 5 on p. 119**  **C21: Essay 4** |
| 5 | Feb 16 | What are various models for curriculum development? What is the difference between inductive and deductive models? What are the aims of education? What are the four major philosophies of education and what impact do they have on curriculum development? | **DC: Chapters 5, 6 Note answers for questions 1, 2 and 5 on p. 176**  **C21: Essay 5** |
| 6 | Feb 23 | Case Study | **C21: Essay 6 &7** |
| 7 | March 1 | Why is a needs assessment important? Whose needs should be met by the curriculum? | **DC: Chapter 7**  **Curriculum Analysis** |
| 8 | March 8 | New Jersey Core Curriculum Content Standards. | **DC: Chapter 8 Note answers for questions 2, 3 & 4 on p. 228**  **C21: Essay 8&9** |
| 9 | March 22 | How are curriculum and instructional goals and objectives related? What instructional strategies should be chosen and who/how are they decided? | **DC: Chapters 10, 11 Note answers for questions 2,3 &4 on p. 329 and questions 2, 4 and 5 on page 361**  **C21: Essay 10** |
| 10 | March 29 | What are the products derived from curriculum development? What are some current issues in curriculum development? Where should we be looking in the future? | **DC: Chapters 14 & 15 Note answers for questions 2, 3, 4 & 5 on p. 243**  **C21: Essay 11** |
| 11 | April 5 | Understanding By Design Part I | **UbD: Chapters 1,2**  C21: Essay 1**2 &13** |
|  | April 12 | Research/Library |  |
| 12 | April 19 | Understanding By Design Part II | **UbD: Chapters 10, 11, 12**  Model Curriculum |
| **13** | **April 26** | **Wrap-up; Final Reflections** | **Final Reflection** |

\* Subject to change